

E. Student outcomes

1. Graduation rates by race/ethnicity and income:

a. Four-, five- and six-year graduation rates

Since most college students must work while attending college, graduating in five years rather than four has become the national norm. Employment makes it difficult to carry 16 credits per semester, the number needed to complete a degree in four years. On average William Paterson full-time students are enrolled for 13 credits per semester, making five to six years a more realistic time frame for completing a degree. In addition, college students are mobile often starting at one college, moving onto another and finally graduating from yet another. The importance of these factors is recognized by such national initiatives as the Voluntary System of Accountability's (VSA) *Student Profile* which incorporates the realities of today's college students into its success and progress model.

Following the VSA model, for the most recent graduating full-time, first-year cohort to complete four years, our fall 2002 cohort, 16.2 percent graduated in four-years, 41.3 percent in five-years and 45.2 percent in six-years. Another 10 percent graduated from other colleges and an additional 6 percent are still pursuing their degrees at William Paterson University and about another 8 percent are pursuing degrees at other institutions bringing the *undergraduate success and progress rate to almost 70 percent*.

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Table II.E.1.a

Four-, Five- and Six-Year Graduation Rates of Fall 2002 Full-time First-time Freshmen by Race/Ethnicity

	<u>White</u>		<u>African American</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Non-Resident Alien</u>		<u>Other *</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2002 Cohort	747		215		212		60		7		45		1,286	
Graduates after 4 Years	142	19.0%	28	13.0%	17	8.0%	15	25.0%	1	14.3%	5	11.1%	208	16.2%
Graduates after 5 Years	335	44.8%	77	35.8%	69	32.5%	29	48.3%	4	57.1%	17	37.8%	531	41.3%
Graduates after 6 Years	366	49.0%	85	39.5%	78	36.8%	32	53.3%	4	57.1%	18	40.0%	583	45.3%

* Other includes American Indian and Unknown Race.

Background characteristics of students also influence retention and graduation rates. Gender, race/ethnicity, and income/social class, are a few of the most influential ones. At William Paterson the four- and six-year graduation rates for minority students who are part of the fall 2002 cohort are 16.0 percent and 43.2 percent, respectively. These rates, while improving, are a bit lower than the overall graduation rates for all the students who make up the fall 2002 cohort; 16.2 percent and 45.3 percent, respectively. The six-year graduation rate for all female students, 52.2 percent, is above the overall average as is the rate for those who are African American females, 46.3 percent, Asian females, 63.9 percent, and for White female students, 56.6 percent. (These patterns are also reflected at the national level in the figures from the Consortium for Student Retention Data Exchange, CSRDE which represents data from over 420 colleges and universities across the country.

The graduation rates for low-income students, using the provided definition of TAG NJEI scores of 2499 and below, are 8.6 percent for those graduating in four years and 34.6 percent for those graduating

in six years. These rates are below our overall four-year graduation rate of 16.2 percent and 45.3 percent, respectively. While these rates are typical of national figures for students with similar economic backgrounds and academic preparation the University continues to seek ways to improve these students' chances for graduation success.

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Table II.E.1.b
Four-, Five- and Six-Year Graduation Rates of Fall 2002 Full-time
First-time Freshmen by Income

	<u>Low Income *</u>		<u>Non-Low Income</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Fall 2002 Cohort	253		756		277		1,286	
Graduates after 4 Years	25	9.9%	133	17.6%	50	18.1%	208	16.2%
Graduates after 5 Years	80	31.6%	337	44.6%	114	41.2%	531	41.3%
Graduates after 6 Years	89	35.2%	367	48.5%	127	45.8%	583	45.3%

* Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

2. Third-semester retention rates:

a. By race/ethnicity

b. For income categories

Just as graduation rates are affected by institutional and student characteristics so are retention rates. The first-year retention rate for all William Paterson Fall 2007 first-time, full-time, first-year students is 76.7 percent. The one-year retention rate for Asian students is 81.2 percent, 79.1 percent for African American students and 76.6 percent for White students. Hispanic students showed the largest increase over last year's figures, 75.7 percent compared to the one-year retention rate for the fall 2006 cohort of 70.2 percent.

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Table II.E.2.a
Third-Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2007 to Fall 2008

	<u>White</u>		<u>African American</u>		<u>Hispanic</u>		<u>Asian</u>		<u>Native American</u>		<u>Non Resident Alien</u>		<u>Race Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	513	76.6%	152	79.1%	181	75.7%	82	81.2%	1	50.0%	4	66.7%	64	71.1%	997	76.7%
Not Retained	157	23.4%	40	20.8%	58	24.3%	19	18.8%	1	50.0%	2	33.3%	26	28.9%	303	23.3%
Total	670	100.0%	192	100.0%	239	100.0%	101	100.0%	2	100.0%	6	100.0%	90	100.0%	1,300	100.0%

Low-income students had one-year retention rates slightly above those who are above the low income range: 78.1 percent and 77.5 percent, respectively.

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Table II.E.2.b

Third-Semester Retention of Full-time First-time Freshmen by Income, Fall 2007 to Fall 2008

	<u>Low Income *</u>		<u>Non-Low Inc.</u>		<u>Unknown</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Retained	203	78.1%	599	77.5%	195	73.0%	997	76.7%
Not Retained	57	21.9%	174	22.5%	72	27.0%	303	23.3%
Total	260	100.0%	773	100.0%	267	100.0%	1,300	100.0%

* Low Income is defined as student with a NJ Eligibility Index less than 2,499.

3. Transfer students

a. Percentage of entering students who are transfers

Transfer students are an important part of the new student class. In fall 2008, 863 or 35.6 percent of all newly enrolled students entered as transfer students. More than half, 57.6 percent, were female and the average age of entering transfers was 23. The majority came from three NJ counties: Bergen, Passaic and Morris and almost a quarter reside on campus. Transfer students are most interested in pursuing degrees in business administration, psychology, sociology, communication, physical education, biology and English. The 2002 entering transfer cohort had a five-year graduation rate of 56.1 percent and those entering with 60 transfer credits or associate degrees had a graduation rate of 71.4 percent.

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Table II.E.3:

Entering Undergraduates by Admission Status and Attendance Status, Fall 2008

	<u>New Transfer</u>		<u>First-time</u>		<u>Total</u>	
	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>	<u>Num</u>	<u>Pct</u>
Full-time	743	37.8%	1,225	62.2%	1,968	100.0%
Part-time	120	32.7%	247	67.3%	367	100.0%
Total	863	37.0%	1,472	63.0%	2,335	100.0%

The University continues to ensure a seamless transition for students wishing to transfer to WPUNJ through articulation agreements and increased transfer services. A new and innovative P-3/K-5 program was designed during the past year and will be offered on-site at Mercer County Community College beginning with the Fall 2009 semester. The University also entered into an articulation agreement with Bergen Community College (BCC) to facilitate the transfer of honors program students at BCC into the University's Honors College. The agreement will begin with students registered for the fall 2009 semester.

4. Student Successes: research, publications, internships, presentations, programs

Also quite illustrative of student outcomes are the many student accomplishments in research, publications, and presentations. These accomplishments are often the direct result of students working with faculty. A few are included here as illustrations.

An increasing number of students in the College of Science and Health are involved in faculty research projects. Because of the College's Undergraduate Research Initiative, almost all departments involve students in either individual or group research projects in research or capstone courses. In 2000-2001, 185 students (11 percent of Science and Health majors) were involved in undergraduate research activities; in 2008-2009 there were 383 (21 percent). This past summer 12 faculty received summer research awards from the Center for Research and worked with undergraduate students on research projects.

Internships are required in Public Health and Exercise Physiology. (Other types of practicum are required in Communication Disorders, Environmental Science, Nursing, Physical Education and Athletic Training. The Biology and Computer Science Departments have increased their emphasis on internships, and Biology's goal is to provide every biology major with the opportunity for either an internship or research experience, or both.

Many students attend professional conferences with faculty. Two Chemistry students accompanied Professor Chauhan to the ACS national meeting in PA and gave poster presentations. Another two Chemistry students accompanied Professor Chauhan to the 42nd Silicon Symposium in Long Branch, NJ and gave poster presentations. Professor Rady in Kinesiology took 30 students to the NJAHPERD conference and five of the students helped her with a presentation on teaching multicultural activities in high schools. An athletic training student accompanied Professor Rehberg to the National Association for Athletic Training's Capitol Hill Day in Washington, DC. Two new graduates from Communication Disorders presented their thesis data at the ASHA convention. Professors Nacin and VonDohlen in Mathematics worked with six math majors who participated in the 6th Annual Garden State Undergraduate Mathematics Competition. In Public Health, five student poster presentations were given at a state-wide public health conference. Three of these students had their posters accepted for presentation at the national SOPHE conference that will take place in Philadelphia in November 2009.

Last April Professor Menon, Associate Dean Fuller-Stanley, and a faculty committee organized the Third Annual Undergraduate Research Symposium at the University. There were 115 registrants from 11 institutions, including WPUNJ.

The Environmental Science faculty and many participated in the National Teach-in on Climate Change in February. They also participated in the Earth Day event in April.

With support from the National Science Foundation, Professor Linda Kaufman of Computer Science worked with nine students on projects to create an algorithm and to determine the chemical composition of the layers of an optical fiber so that it would exhibit specific physical properties and performance. In efforts at making a 35,000 line computer program more efficient, some of the students have been working on actual fiber optic design while others have been working on the structure of the linear system. Students in other Colleges at the University also experienced similar enriching learning experiences. Cotsakos College of Business students have some unique opportunities. For example,

Professor Tim Werkley of Professional Sales coached Josh Schiller, who won first prize in the Sales Role Play at the 2008-2009 National Sales Challenge that William Paterson hosts. Sales executives from major national companies served as judges for the Challenge, which includes a series of selling competitions and workshops. The hands-on mentorship was crucial in the competition, which was sponsored by the Russ Berrie Institute with participation from 19 universities, including one from Australia.

The director of the growing Honors College, Dr. Susan Dinan, continues to expand course offerings and activities for students in the program. Currently 300 students are part of these exciting and innovative learning experiences. Honors students tackled an ambitious array of research projects this past year. In recognition of these efforts, honors students had a special day where they presented their research projects to the larger University community.

Professors Mulgrew Miller, director of Jazz Studies, David Demsey, coordinator of Jazz Studies, Peyton MacDonald, director of the percussion program, and Karen Demsey, professor and flautist traveled with student jazz and percussion ensembles to perform in several venues in China this past fall. Students were both musicians and cultural ambassadors. The importance of this experience is summed up in David Pollack, an alto sax player, comment, "After the concert it was really wild. I had never had an experience like that before. I signed so many autographs and programs. It was the first time many of the people in the audience had heard jazz. It was great to know that the first time these students heard jazz, it was from us."

Professor Kathleen Torsney of Psychology conducted research -- assisted by student Amira Badaan -- for a paper, "Analyzing Team Effectiveness in Long-Term-Care: Lessons from the Front Line Workers," published in the International Journal of Knowledge, Culture and Change Management. Ms. Badaan won awards in research, scholarship and service from the Psychology department and plans to pursue a doctoral degree.



Chris Fiduccia and Alex Collins answer questions from sociologists who stopped by to view their research

Alex W. Collins and Chris Fiduccia, both seniors majoring in sociology at William Paterson, jointly won an award for the best presentation of their research at the 2009 annual meeting of the Eastern Sociological Society (ESS) in Baltimore in March. They placed first in a field of 40 entries in the conference's undergraduate poster session.

Their research, "Sex Offender Registry Research: Community Place and Characteristics," combined use of New Jersey data on registered sex offenders with on-site visits to urban and suburban locales to determine if any connection existed between the "broken-windows theory" (areas with higher vandalism and littering have more major crimes) and where these sex offenders lived. They found such a connection did exist.

Other sociology students who presented their research were Meredith J. Peters, "Quality of Police Contact: The Effects of Contact on Citizens' Attitudes toward Police Officers," and Tiffany C. Matos, "Minority Violence: The Caged Animal Effect." All four students based their presentations on research

they did for their Senior Seminar in Criminal Justice under Sociology professor, Sheetal Ranjan during the Fall 2008. Student participation in the ESS was funded by the department's MOST program.

In addition, three graduate students enrolled in the M.A. program in applied sociology participated in the meeting. Lesleigh Campanale presented her research, "White Racial Identity Formation in a Suburban New Jersey Community," at a paper session. Michael Prohaska and William Graulich presented at a roundtable session on teaching undergraduate sociological theory courses.

Geography and Urban Studies students who participated in the new EPA internship presented the results of their projects to an audience of more than 200 people from the community, local government, and State government, as well as one representative from Federal government.

History undergraduates were also actively engaged in their studies. Karl Adey, presented "The Decision to Intervene: Wilson and the Liberal Press, March-June 1918," at the Phi Alpha Theta History Honor Society Regional Conference, at William Paterson University, March 2009.

Steven Lahullier, presented "Operation Barbarossa and the Einsatzgruppen," at the Phi Alpha Theta History Honor Society Regional Conference, at WPUNJ, March 2009.

Douglas Lomonico, a History/Political Science double major, was admitted to Stetson University's Law School. He graduated in December 2008.

Brian Teucke, presented "Successful Management's of War's Rules: Forging the Hybrid," Phi Alpha Theta History Honor Society Regional Conference, WPUNJ, March 2009.

Jacek Zapotoczny, presented "Frank Hague as 'The Boss'," Phi Alpha Theta History Honor Society Regional Conference, WPUNJ, March 2009.

Faculty in the Japanese program encouraged students to enter the International Student Career Competition. Asian Studies and Japanese language students applied for the JET (Japan Exchange and Teaching) Program Competition. Fall 2008 graduate, Ethan Ferraro (double Major in Fine Arts and Asian Studies) is now living in Japan, teaching English language and working with Japanese English teachers in this 22-year old program sponsored by the Japanese government.

Philosophy students attended local conferences, including the New Jersey Regional Philosophy Association conference and various seminars held at the CUNY Graduate Center.

Political Science student Flavio Hickel received the Outstanding Graduate Student Award and has been accepted into the doctoral program at Rutgers University for the fall. Karie Gubbins has been accepted into the doctoral program in Public Policy at Rutgers, Newark for the fall, and is working on a book proposal growing out of the work she did for her master's thesis.

The Pre-Law program, directed by Professor Principe, had another successful year. Among the 2008/09 WPU Pre-Law Program participants who graduated and have been accepted to law school are Chris Clausi (Rutgers/Newark), Omid Bayati (Rutgers/Newark), Barbara DellaVecchia (Widener), Brian Brenner (Syracuse), and Doug Lomonico (Stetson). The pre-law program hosts approximately eight workshops throughout the year and offered students insight into how to prepare for the application process, the law school experience and the practice of law.

Prof. Michael Principe also directed the 9th annual WPU Summer Program at St. Edmund's College, Cambridge University with 12 WPU student participants. Our students had the opportunity to interact

with some of the top students from around the world, as well as hear guest lectures from international scholars. Our students were given legal research instruction by the Cambridge Law Librarian and Associate Librarian and traveled to London and Paris as well.

Twenty psychology students completed independent studies for individual research projects this past year. Also in Psychology, undergraduate majors Joseph Mosley, Amy Moors, and Angelica Rojas co-authored with Professors Bruce Diamond and Elizabeth Haines (and Danielle Gemmell) "Relationships between Explicit Measures of Bias, Processing Speed and Mood," for the Society for Personality and Social Psychology, Tampa, Florida, Feb 4th - 8th, 2009. Mosley, Moors and Rojas also co-authored a paper with Bruce Diamond, Jared Moreines, and Jacqueline Bracco, "Single and Dual Processing Using Accuracy Selectable Programs Impacts Speed Not Accuracy" for presentation at the APS, Chicago, IL, May 2008. The projects examined the cognitive and physiological correlates of information processing, memory, and executive function in healthy and clinical populations. Joe, Amy and Angelica were Undergraduate students who worked with Professor Diamond as research assistants. All of them are currently in Master's-level Graduate Programs. Amy will begin a Doctoral Program in "Women's Studies and Psychology" at the University of Michigan in the Fall.

Graduate student, Krista Dettle, who worked as research assistant to Dr. Bruce Diamond, co-authored with him "Processing speed, age, visual-spatial organization and memory, and verbal fluency in children," presented at the Eastern Psychological Association in Boston, MA. Krista started her doctoral studies in Counseling Psychology at Seton Hall University this Fall.

Nicole Kwiecien, a Women's Studies and Asian Studies double major, was selected to participate in the New Leadership New Jersey 2009 Summer Institute for college women at Rutgers University.

College of Education faculty also mentored students in research and scholarly activities. This past year two undergraduate teacher education candidates from Professor Rosenthal's classes presented their research at the National Association of Professional Development Schools in March 2009. Graduate students in Professor Yildiz class gave presentations at the NJ TESOL/BE conference in May 2008.

Last spring, Professor Alison Dobrick of Educational Leadership and Professional Studies helped her graduate students combine teaching and social-action. Professor Dobrick led her Teaching Strategies in Social Studies and Global Issues class in a social-action project to benefit the Martin Luther King Charter School, which had been devastated by Hurricane Katrina in the Lower Ninth Ward of New Orleans. Working and communicating with the administration of the New Orleans school, our students developed a needs assessment, collected educational materials and organized pen pal relationships between the children in New Orleans and children in the schools where our teacher candidates did their student teaching.

Finally the hard work of the writing across the curriculum initiative is found in Appendix B.